

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ladysmith Infant & Nursery School
Number of pupils in school	329
Proportion (%) of pupil premium eligible pupils	16% (51 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	24.3.22
Date on which it will be reviewed	December 2022
Statement authorised by	Mark Wilkinson
Pupil premium lead	Dave Broad
Governor / Trustee lead	Gill Green

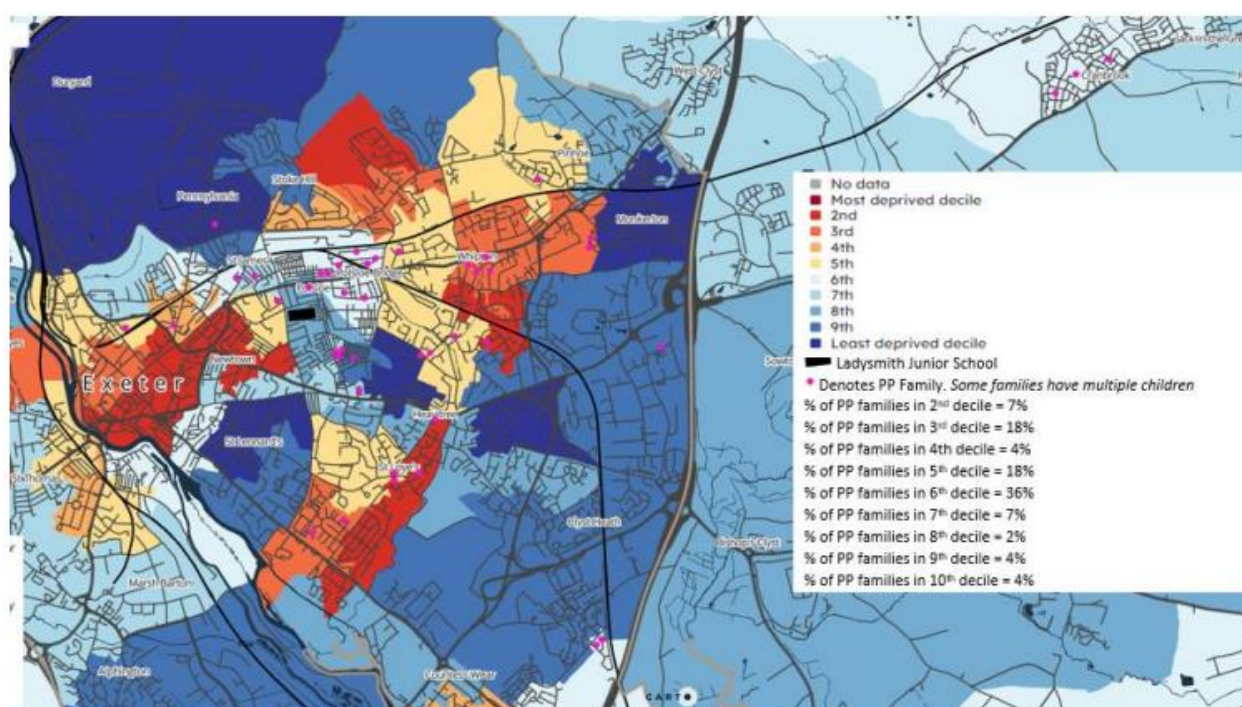
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,769
Recovery premium funding allocation this academic year	£3190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,959

Part A: Pupil premium strategy plan

Statement of intent

Our overarching aim of the Pupil Premium funding is to close the gap between disadvantaged children and their peers. When making decisions about how we spend our funding, it is important to remember that not one model or strategy will fit all. We hope that, evidenced through our plan, we create a sustainable long-term strategy which will have a tangible impact on our children. Plans are embedded through simple yet impactful actions and researched strategies for effectiveness. All teaching staff are involved in analysing pupil premium data in order to provide accurate assessment data and to provide up to date information regarding our families. This enables us to provide support swiftly where necessary. It is important to consider the demographic and context of our school. Being an inner-city school, our catchment is varied and the distances many of our pupil premium families travel is considerable. The graphic below indicates the IMD deciles (source: The Ministries of Housing, Communities and Local Government) within Exeter and the outlying areas. It highlights the vulnerability of our pupil premium families. Many of these families are single parent households and are homed in social housing.



As a school we recognise that not all pupils, who are socially disadvantaged, are registered to receive or qualify for free school meals. Equally, pupils who are registered for free school meals may not be socially disadvantaged. We may use Pupil Premium funding to support any child the school recognises as socially disadvantaged. These children are not considered in our core data presented on this statement.

After careful analysis of our previous Pupil Premium statement and the current climate, some of our strategies outlined may be aimed at specific cohorts or children. Our ultimate objective is to narrow the attainment gap between our disadvantaged and non-disadvantaged children nationally and within school as well as supporting the social, emotional and mental health. We have the long term aim of providing pupil premium children with a secure foundation so that they can continue their education beyond Ladysmith Infant & Nursery School and achieve. We have carefully considered our context when creating this strategy to ensure longevity and impact following robust diagnostic assessments across the school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Social challenges with home life and social services involvement including Early Help or CIN/CP. High numbers of children require SEMH support and display poor attitudes/behaviour towards school. 29% of our Pupil Premium children are currently under EH, CIN or CP. 12% of our Pupil Premium children are on the SEN register (There are some overlaps of children between SEN and EH, CIN or CP)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

	engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	<p>All disadvantaged children to pass the Y1 phonics screening</p> <p>KS1 reading outcomes show that the proportion of disadvantaged pupils meeting the expected standard is in line with / above national averages for non-disadvantaged pupils</p>
SEMH needs are met	Children's SEMH needs are met resulting in better behaviour, attendance and progress.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of RWI phonics scheme across whole school.</i> <i>RWI is an approved synthetic phonics programme</i>	<p><u>EEF states:</u></p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>There is some variation in impact between different phonological approaches. Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Analytic phonics approaches has also been studied less overall (only 9 studies). The small number of analogic phonics approaches identified in this review (6 studies) have a negative impact on average.</p>	2

	<p><u>RWI:</u></p> <p><i>Read Write Inc. Phonics is a DfE-validated systematic synthetic phonics programme with a whole school approach to teaching early reading and writing, designed to ensure progress for every child, in every primary school. It has proven success in all types of schools, including those with high numbers of children with SEND and those in the least privileged areas.</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ specialist speech and language TA.	<p><u>EEF states that:</u></p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,227

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family support worker to support disadvantaged families to improve attendance and engagement</i>	EEF: Parental engagement has a positive impact on average of 4 months' additional progress	3
Provision Maps Edukey pupil premium bolt-on	EEF: Monitoring attendance, provisions, interventions and family support for all of our Pupil Premium families is a key part in ensuring academic progress. Buying into additional services through our SEN data provider will allow us to do this better.	3
Social and emotional support via an in-school programme.	EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)	3
Financial support with uniform and trips	Trips will be subsidised at a rate of 50% From September 2022, all disadvantaged pupils will be offered a voucher entitling them to a free set of branded uniform	

Total budgeted cost: £44,959

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

New leadership team found continuous provision in KS1 to be ineffective in moving disadvantaged pupils forward. Therefore, this approach has been discontinued and the Federation leadership team are working together to develop a broad and balanced curriculum with clear progression and opportunities for enrichment to engage all learners but in particular our most disadvantaged children.

The vocabulary project wasn't able to be implemented due to covid closures and staff absences. Whilst this specific project has been paused, we remain committed to developing children's vocabulary through the implementation of the RWI program and by promoting a love of reading throughout the school.

Our family support worker intervention was successful with good levels of engagement from disadvantaged parents. This is something we are looking to continue with and build upon.

Inconsistencies in the teaching of phonics have been identified and addressed through engagement with an external phonics audit by the Ilsham Hub in September, followed by the implementation of the RWI program.